The Church School Teacher

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JUST A FEW WORDS 1

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The Church School Teacher

Vol. XXI DECEMBER 1952 No. 10

Just a Few Words

By THE EDITOR

THIS issue is largely devoted to the "helps articles"—suggestions to assist you in preparing to teach next quarter's *Christian Growth Series.* Similar "helps articles" are run in THE CHURCH SCHOOL TEACHER every March, June, September and December. Teachers of Beginners should note that Miss Swanson has made extensive changes in the second quarter lessons. Write our office for detailed lesson plans. They will be sent at no charge.

Taste of January Issue

The January issue will feature Church school architecture. There will be articles by Pastor Carl H. Sandgren, Director of Augustana's Dept. of Architecture and Finance and by selected pastors and laymen of both American and Augustana churches. Because some of these articles are of necessity long and because I want you to get a taste of the January issue I am running two of them this month. Pastor Samuelson gives you a step by step procedure in arriving at specifications which will make possible the construction of a building to fit *your* specific needs. Mr. Ronald Englund shows you how a unique problem was solved—better, perhaps, how a problem was uniquely solved.

However, all is not blueprints, nor sticks, nor stones. There is still music in the air. Dr. Nelson writes this month on *Music in the Sunday School.* Next month on *Music in Vacation Church School.*

Merry Christmas

But before that comes, Christmas. The stores are already screaming it at us. Each year they start earlier: "Get your Christmas Shopping Done Early!" Perhaps we should give heed to them, using December to anticipate with breathless wonder—we and our children—the quiet miracle that is Christmas.

Music in the Christian Growth of Children

2. Music in the Sunday School

This is the third in the series by Mrs. Nelson. The first two were on Music in the Home. Articles will follow on Music in Vacation School.

By DR. ALICE NELSON

WHILE the principal function of music in the home is its influence on the life of the child, the music in the Sunday School, by the very nature of the function of the organization with which it is associated, is expected to offer in addition an introduction to and an orientation in the music of the church. Music thus justifies an accepted place in the religious education program for all the children of the entire congregation.

The Guiding Principle

The superintendent of the Sunday School will be looked to first for a clear statement of vision and purpose for music in the Sunday School. To arrive at this purpose the superintendent and the minister of music, who may personally work with the music in the Sunday School, or his assistant may plan together what music will serve best to help convey the message with which the Sunday School is vitally concerned. This will mean a consideration of the music to be sung in the worship service of the Sunday School when all the children are meeting together, of the music to be used directly in connection with the lessons, and of the music to be sung by the Sunday School in programs that will be presented to the congregation such as the annual Christmas and Easter programs and others of similar character. The guiding principle or objective logically ought to be integration and unity, so that the music and the spoken words supplement each other in conveying their message.

It's Greatest Hope

The title Minister of Music bespeaks the position of administering music in the total program of the church. The wise Minister of Music does not overlook the possibilities of music instruction in the Sunday School, for he recognizes

that a singing church is built in the Sunday School. In fact, it is through the children that the music level of the church holds its greatest hope for improvement. But the Minister of Music who has a schedule which does not permit him personally to take charge of the music in the Sunday School is fortunate if he has an assistant in the Sunday School who is a Christian musician sensitive to the needs of children and eager to plan the music program according to recognized religious processes.

Satisfying Needs

The music education program in the church thus gives consideration not only to the music which has been approved as acceptable for children, but also to the fact that certain music materials satisfy basic human needs at various age levels and, when used properly, can lead the child closer to God. The music program attempts to avoid periods of arrested growth and disinterest in the Christian growth of children by fostering joyous experiences in spiritual understanding through a progressive series of carefully selected music for specific age levels. Needless to say, what a child enjoys and understands, he will learn readily. Steps have been taken to satisfy the inner religious needs of every child by the departmentalized plan of organization of the Sunday School. The music used in the Sunday School classes similarly should be adapted to the graded lessons.

For those who might be further interested in the child's needs at various age levels, the *1947 Yearbook for the Association for Supervision and Curriculum Development* of the National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C., presents, opposite page 68, an extensive chart showing physical growth and development, characteristics and needs of children from five years through sixteen years of age. The religious needs of children, as learned through character education research, are presented in chart form by Dr. Ernst M. Ligon of Union College, Schenectady, New York, in his book *Their Future is Now.*

Individual Exceptions

Although valuable research has resulted in such charts as these two mentioned above it is well to keep in mind that many children in each age-level and in each new situation will be found to be exceptions.

Even the exceptions should have music which suits their particular individual religious needs. Through singing and listening to music suitable for the Sunday School each child should be offered the opportunity of experiencing devotion, adoration, reverence, praise, and the feeling of aspiration as an aid to his personal communion with God.

The time our children are with us is so brief that we can not afford to offer them anything less than the greatest music of our Christian heritage. With this music in their minds and hearts there will be less room for the cheap and shabby that surrounds them on every hand. The church music of their childhood is not only for those years. This music and the texts, when presented in an inspiring manner, become such an integral part of the individual's being that the melodies keep recurring in his mind throughout his entire life-time as a source of power, inspiration and delight.

Supplementary Music

A good hymn or song for the Sunday School will have a thought that is strengthening, inspiring, encouraging, stirring or quieting, and guiding. There will be a unity between the text and the music. The hymn also can be judged good or poor in relationship to its appropriateness to the situation in which it is used.

Pertinent supplementary music may be added to the suggestions in the Sunday School lesson plans. Reference books for the Sunday School library might well include the *Oxford Book of Carols* (Carl Fischer, Inc., New York), *Song Wings, Books I and II* (C. C. Birchard, Boston), *Concord Hymnal for Children* (E. C. Schirmer, Boston), and the section devoted to children's hymns in some church hymnals. The songs should be carefully selected for a beautiful simple melody within the natural voice range of the children and for a worthy text of such meaning and truth that it will reach the heart of the youngster. The younger children will necessarily be taught by rote. Action songs or songs containing strongly suggestive words and sounds appeal to this age child. Precaution should be taken that the singers learn the right words from the beginning, for lasting errors have been carried by children from their misunderstanding the texts. Hymns and chorales can be played as Sunday School preludes, postludes, quiet music,

marching music or for the offertory.

Children in the early primary department will also be taught mainly by rote, but some of their songs can be those that the older boys and girls are singing. The later primary children are eager to read the words of their songs from the printed page. They should be given special instruction in holding their books. They should be told how the words progress from line to line and stanza to stanza. They should be taught correct pronunciation, beauty of tone, how to express the message of the song with dignity and reverence, and how to put themselves into the singing of the song. In the Sunday School, sincerity rather than artistry is the rewarding element of the music experience.

Memorizing

The junior and intermediate boys and girls can build up a large repertoire of hymns by memorizing at least nine new hymns of consequential and abiding quality each year. The children can profitably become acquainted with the source of the hymn, the poet, the composer, the tune names, and the meters of their songs. Occasionally the junior choir or a child soloist might introduce a new hymn. For variety, the junior choir, a small group, or a soloist might sing stanzas of a hymn alternately with the Sunday School.

Musical instruments are not altogether necessary to good singing in the Sunday School if a competant leader who has had suitable training and experience is available. However, if an instrument is used it should be in tune and good repair, and the accompaniment itself should give support and add spirit to the song. If these qualities are lacking it would be better to sing without accompaniment. Nothing should destroy or diminish the zest and joyous wholehearted singing of the children.

Public Presentations

When the Sunday School is expected to give annual programs at Christmas and Easter, planning for the next year's program should begin soon after the present program has presented. Only as this sort of activity is accepted as a part of the religious education program, not as something added to an already filled schedule, will these presentations of the Sunday School be a success.

Since public presentation in-

volves the Sunday School in a set of techniques and materials not used in the regular Sunday schedule, time should be allowed all through the year for practice on the songs, conduct, voice projection, and techniques of public presentation that will be used in the forthcoming program. A Sunday School has the opportunity of reaching many hearts, some perhaps hitherto untouched, through the annual programs. Nothing less than programs based on the most elevating motives or revelation, suited to the talent and setting available to the Sunday School, should be considered for presentation. Moreover, the program is not ready for public presentation until the ideas are clearly, convincingly and unhaltingly conveyed by word, action and music to the listeners.

There is no way to attain the maximum value from music in the Sunday School without giving careful attention to systematic planning. When these plans have been set up in accordance with far-reaching objectives, they should be adhered to with no extemporizing on the part of leaders or teachers and with a minumum of last minute changes.

Use Minutes Wisely

With the Church's priceless heritage of hymns and chorales, such as "All Glory, Laud, and Honor," "Beautiful Saviour," "All Creatures of Our God and King," "Praise to the Lord, the Almighty, the King of Creation," "Children of the Heavenly Father," "For the Beauty of the Earth," "Rejoice, Ye Pure in Heart," "This is My Father's World," and "Now Thank We All Our God," our children have an opportunity for association with some of the most exalted ideas conceived by man. Can we do less than use wisely the few minutes allotted to music each week in our Sunday Schools?

The Division of Christian Education of the National Council of Churches of Christ has published a new booklet, "Your Church Library." You can purchase it from your publication house for 25 cents. It covers everything from budget to a dedication service.

Planning That Parish Unit

By WESLEY A. SAMUELSON
Pastor, Bethlehem Church
Grand Rapids, Michigan

IT HAS been said that a person has to build ten homes before he builds one that will completely satisfy him, for with each house some changes would be made for better room sizes, better arrangement, more convenience and usability. When a house doesn't quite fill one's expectations there is a way out: it can always be sold, and another built without much more than loss of time and effort.

Determine Purpose

We are in a day of growing church needs and a day of prosperity when many new churches or parish houses are being built. They, like a home, are built to serve a need, but churches, when they are built and do not satisfy they cannot be sold. They have to be used for better or worse, with the program of the church adjusted to the buildings, and "make shift" arrangements resorted to which never allow for the best kind of work within the Sunday School or the activities of the church.

It is, therefore, most important that it be determined how many people the building must accommodate, and it must be decided for what purpose it is to be used before the project is ever turned over to the architect. The architect, who is a stranger to the congregation, cannot be expected to understand your program and needs, without being told. There is just no standard form of parish unit which will fit every church, for each one must be custom built to meet specified requirements of the congregation building.

Committee of Nine

How is such planning done? One congregation when faced with the necessity of providing more space elected a committee of nine men to study thoroughly the present and anticipated activities of the congregation such as the youth's work—leagues, scouts, children choirs; the study and prayer groups, auxiliaries and societies; to give careful consideration to the growth trends of the parish during the past few years, and the growth which might be expected in the years to come; to gather statistics

as to the number of children enrolled in the Sunday School, and by following general trends come to some conclusion as to what the size of the various departments will be in the future.

Consult Leaders

After the above study of the needs was made, then it was determined how many rooms, and of what type and size were needed. These conclusions could be arrived at only after a thorough discussion with leaders of the various organizations, Sunday School superintendent, teachers and staff, choir directors, and all others concerned with the program of the church. It was also necessary to consult with those who are authorities in the field of religious education so that the correct amount of space would be set aside for the various departments, for a small child needs more space than an older child.

Specifications

Now, the planning committee gave the statement of the needs and how they should be met to the architect, who, by his technical knowledge and skill, translated the requirements into drawings of an effective, workable, parish unit.

Possibly, the specifications given the architect by the planning committee will best explain the procedure and the results of the studies.

Building Specifications
for the New Parish Unit
Our Needs as We See Them

Educational Space

Room for Nursery Department—Age 3—20 children

Room for Beginner Department—Age 4 and 5—40 children

Room for Primary Department—Age 6, 7 and 8—60 children

Room for Junior Department—Age 9, 10 and 11—60 children

Room for Intermediate Department—Age 12 and 13—40 children

Room for High School Class—Age 14 through 18—25 people

Room for Adult Bible Class—20 people

Administration

1. Pastor's study and counsel room, library, coat closet and lavatory
2. Church office
3. Choir director's office
4. Trustees room for safe, counting money, etc.

Parish Needs

1. Remodeling of kitchen
2. Storage space for tables, equipment, etc.

3. Work room for janitor staff, cleaning closets
4. Choir robing rooms
5. Choir rehearsal room (Sunday—week-day)
6. Fellowship hall, kitchen
7. Room for youth activities.
8. Small chapel
9. Work sacristy
10. Necessary rest rooms

Specifications as to How We Feel Our Needs Should Be Met Through Building Project

1. Erect three-floor addition to the west of present church, using up, if necessary, the maximum limits of good space provided in building permit.

2. Project to include the tying-in and rearranging present extended basement which includes beginner's room, boiler room, coal bin and kitchen.

3. The new project shall make entrance into the church sanctuary at the points of the sacristy and the work sacristy.

Nursery—Age 3

1. 20 children—space required for each child 25 sq. ft. minimum.*

2. Toilet and lavatory—clothes closet for hanging up wraps.

3. Storage closet for class room equipment.

4. Chalk board of 12 sq. ft. adjoined on each side by 2 bulletin boards—12 sq. ft. each.

5. One worship center with proper background, which shall be the focal point of the room.

6. Sufficient windows for ample light. Windows provided with dark shades for closing out light.

7. The room shall be on the top floor.

Beginners Department—Ages 4 and 5

1. 40 children—space required for each child—20 sq. ft.—800 ft. minimum.*

2. Storage closet for classroom equipment—off corridor.

3. One center of worship with proper background, which shall be the focal point in the room.

4. Four chalk boards—12 sq. ft. Each joined by one bulletin board. These chalk and bulletin boards placed so that they may become four class centers.

5. Sufficient windows for ample light, windows provided with dark shades for closing out light.

6. This room shall be on the top floor.

Primary Department—Ages 6, 7 and 8

1. 60 children—space required for each child—18 sq. ft.—1,080 sq. ft. minimum.*

2. Storage closet for classroom equipment in corridor.

3. One center of worship with proper background, which shall be the focal point in the room.

4. Six chalk and bulletin board units, placed so that they will become six classroom centers.

5. Sufficient windows for ample light. Windows provided with dark shades for closing out light.

6. Room shall be on the top floor.

Beginner and Primary Rooms Have This in Common

1. Coat hanging space adjacent to each of these rooms.

2. Toilets and lavatory for boys and girls near these two rooms.

Junior Department—Ages 9, 10 and 11

1. 60 children—18 sq. ft. 1,080 minimum.*

2. They will meet in the youth room. (See requirements on youth room)

Intermediate Department—Ages 12 and 13

1. 40 children—confirmation classes—will use the small chapel (See requirements on chapel)

Senior Department—Ages 14 through 20

1. 25 youth—will meet in chapel, between services.

Adult Bible Class

1. 20-30 people—will use the fellowship hall.

Administration:

1. Pastor's study—minimum clear floor area of 240 sq. ft.

A. Adjacent library room for books, files, etc. Minimum of 200 lineal ft. of book shelves. Space for three files.

B. Adjacent lavatory and toilet.

C. Closet for coats and wraps.

D. Study shall lead into sacristy.

2. General church office—minimum clear floor area 200 sq. ft.

A. Office shall have full view of entrance to parish unit.

B. Windows so arranged that if at a later date the office must be partitioned, each new section will have a window.

C. Adjacent work room with shelves, for paper, supplies.

D. Work space for mimeograph, addressograph, mimeoscope, etc. (81 sq. ft.)

3. Choir director's office—170 sq. ft. Present office in church basement.

4. Trustee's room—present pastor's study. Fireproof vault to be built in for records and safe.

* These are minimum requirements—may be somewhat larger depending on space.

Parish Needs

1. Kitchen—present size adequate—but rearranged so that it has more counter space, better dish-washing facilities, etc.

2. All available, hidden space shall be utilized for effective storage space.

3. There shall be cleaning closets on 1st floor for the janitor's use and janitor's storage closet on top floor.

4. Choir robing space.

A. Men, women, and children.

B. This shall be located in the general area between present basement and new basement area.

5. Choir rehearsal room.

A. Weekday—in youth room.

B. Sunday—present church basement.

6. Reception hall—1st floor (fellowship room)

A. Amount of space—minimum 1,000 sq. ft. Maximum—remaining area left on 1st floor after other requirements are met.

B. Homelike in character, warm, friendly, inviting.

C. Fireplace.

D. Adjacent kitchen—big enough to be utilized for serving light refreshments.

E. If possible—dumb-waiter to kitchen in basement.

7. Youth room.

A. In basement—1,080 sq. ft. minimum. Maximum area determined by what space is needed for other requirements.

B. Sturdy interior treatment—knotty pine paneling.

C. Fireplace.

D. Benches around walls as part of room.

E. Under benches—storage space for equipment.

F. Acoustical ceiling.

G. Nearby facilities for light serving.

H. Adjacent hobby room—240 sq. ft. for workshop equipment.

I. Stage at one end of room.

8. Small chapel.

A. Proportion—20x40 ft. 1st floor.

B. Style—definitely modern. Chancel open from pastor's study if possible, but not necessary.

C. Wrought iron altar rail, pulpit, epistle stand.

D. Stone altar.

E. Moveable chapel chairs.

9. Work sacristy

A. Case for frontals—48″ high—12″ to 14″ deep—1 ft. longer than altar.

(Turn to page 32)

Solving A Unique Problem

By RONALD ENGLUND, Interne
Emanuel Lutheran Church
Minneapolis, Minnesota

WHEN faced with the task of adding an educational unit to its structure, Emanuel Lutheran Church of Minneapolis faced a unique problem. In an older and more established neighborhood of the city's northeast district, Emanuel desperately needed extra facilities, but had little room in which to expand.

Saw Glorious Possibilities

For years the congregation had been hampered by poor Sunday School facilities. Over twenty classes had been herded into the nave of the church at one time, making effective teaching an impossibility. Expansion was imperative for the spiritual welfare of the children. This, in itself, would be sufficient reason for action, but there were other needs. The congregation saw the glorious possibilities of a Christian youth program in a neighborhood where it is vitally needed, and they accepted the challenge. Modern office space and more attractive facilities for evening meetings were also welcomed.

In spite of this need, the problem of space remained. Four churches, three Lutheran and a Baptist, are on the corners of the block. After an old house was torn down, a lot only 125 feet long and 52 feet wide remained. The new structure had to be built to accommodate this situation, and a remarkable job was done in avoiding waste space. One of the first observations visitors make about the new addition is its extensive facilities and roominess in such a small building area. Only the utmost skill on the part of the planners could make this possible. The fact that the building is 118½ feet long and 46½ feet wide illustrates this fact. When the Youth Building was dedicated in March of 1952, the cost had been approximately $175,000.

Anticipate Third Floor

The size and position of the lot made it necessary to erect a structure parallel to the church. The west wall of the church forms one side of the new building. For added room, the first floor of the

new unit is level with the basement of the church proper. A second floor was erected, with everything in the wiring and heating system set for the completion of a third floor in the future. Elimination of large closet space meant more room for other things, and has not proven to be a handicap. The building is constructed of poured concrete with brick veneer. Building tile was used for insulation between the interior walls and the outside. There are four entrances from the old church to the new, two at the ends of each floor.

350 Comfortably

Included in the interior are seventeen individual classrooms, two of which are longer and used for group worship in the various Sunday School departments. Rooms next to the church are without windows. An air conditioning system makes this possible. The double size rooms are wired for the showing of motion pictures. Cork bulletin boards and blackboards are built into the walls in most rooms, with a picture rail being added for the Beginners' Department. In all, the classrooms can comfortably accommodate 350 children.

Focal point for worship is the beautiful Johnson Memorial Chapel which seats about a hundred people. With fixtures which cost $5,000, the chapel is featured by an altar and baptismal font of pink Georgia marble. It has its own sacristy, with entrance into the pastor's private study.

Large offices for the pastor and parish secretary are adjacent to each other. The pastor's office has three entrances, one to the chapel, one to the hall and one to the secretary's office. Included in the office setup is a fireproof room for the church records. The office is also used for a Sunday School class.

Acoustical Tile

An attractively furnished, homelike lounge will accommodate about 125 persons. It includes lounge chairs, lamps, piano and fireplace. Across the hall is a small kitchen with counter convenient to serve groups in the lounge. It is completely furnished and appears to be the kitchen in some new home.

The nursery is glass partitioned, with one section for cribs and the other for children old enough to play. It is decorated like a child's room, including a small slide, various toys and books. About 30 youngsters can be cared for during worship services and meetings.

Tile floors are found throughout the building which is well protected with fire extinguishers. All doors are of hard wood, and of light oak finish. Windowsills are of marble for durability. An extra feature which has proved to be very desirable is acoustic, washable tile on the ceiling. The resultant minimum of noise throughout the building has made the extra cost well worth while.

Limitless Possibilities

Emanuel's new educational unit has opened up new opportunities for the congregation. Already the building is used every night of the week, but the possibilities are limitless. The Sunday School can now be operated under modern educational techniques. Whereas only eight children could be in each class under previous crowded conditions in the main sanctuary, about twenty can be taught easily in each individual, specially equipped room. Nevertheless, every available bit of space, in the new and old buildings, is in use during Sunday School hours.

An extensive program of released time weekday religious education is possible in public school-like atmosphere. Over 150 children are taught during the several classes on Tuesday afternoons. Vacation Bible School enjoyed its most effective season with the presence of the new facilities. Even confirmation classes have been improved with more pleasant surroundings.

Emanuel's youth program, which holds sessions two nights a week, has been made possible by the new unit. Classes are held Tuesday evenings, and recreation night is Friday. Over 150 children have been enrolled in classes in woodworking, sewing, cooking, photography, figurine painting and gift making. As time goes on, the program will be expanded.

"Only Surface Scratched"

Midweek services are held in the new chapel, and it provides a very worshipful atmosphere. Funerals, weddings and baptisms are held there too. The Confirmation classes and other groups also have found it ideal for devotional periods.

Luther League, Brotherhood and the women's societies have found the parlor to be a warmer, more home-like atmosphere for their meetings. The new kitchen has proved to be excellent for serving such groups. The parlor doubles as a practice room for the choir.

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Helps for Teachers of Beginners

Christian Growth Series, Beginners II, Second Quarter

By RUTH SWANSON

AS Beginner teachers look ahead into the second quarter's material they will be aware that some definite changes are needed in both the pupil's material and the Teacher's Guide. However, there is much that is good in each of them. We need to capitalize on that but also make such changes as seem necessary to effectively use this material until the revised form is available.

Every Beginner teacher should read carefully, "A Letter to Teachers of Beginners," on pages 5 and 6 of the Guide. It contains practical suggestions for our consideration as we begin a new quarter's work.

All church school teachers should include in their plans an evaluation of their class sessions. An honest appraisal of our work in relation to the material taught and the pupils' response to it, coupled with a sincere desire to increase in effectiveness, is the first step toward improved teaching in our church schools. This quarter's guide is unique in offering specific help in this aspect of teacher growth. At the close of each lesson is a paragraph entitled, "Summing Up." Let us not fail to make use of it in our self-analysis.

Recognizing that parents and church school teachers share responsibility in the Christian education of our children, we must use every opportunity to promote home-church co-operation. The excellent note to parents, included in almost every leaflet, gives us such an opportunity. If the Biblical basis of the day's lesson is not given in this note, include it before giving the leaflet to the child.

Tell a Bible Story

We can not over-emphasize the suggestion (pages 17-18, Teacher's Guide) for having the children associate the story with the actual Bible. Mark its location with colored pencil and refer to it frequently.

As we look further into the quarter, we notice that a Bible story has been included in only one of the thirteen leaflets. It would be well, however, to *tell a Bible*

story in class and leave the application story of the leaflet to be used by the parents. The Revised Standard Version and a good Bible story book, such as *Marian's Big Book of Bible Stories,* by Schoolland, will help us transfer the story into child language.

As we break the quarter into units for further study we realize that the aims found on pages 7 and 25 are stated with an adult point of view in mind rather than in consideration of the resultant effect on the life of the child. We must always remember that in the Beginners Department we are dealing with four and five-year-olds. We should determine what lessons we want *the child* to learn from the stories of each unit and establish our aims with that in mind, making them applicable to the Beginners.

Unit A

The opening unit of the quarter, "God Speaks To Us" presents to the Beginners various ways in which we learn about God, and aims to lead them to an understanding that He wants us to tell others about Him.

The Teacher's Guide gives only two Bible stories for unit A: those in Lessons 1 and 3. The story of Philip and Nathanael is very well done for the first lesson, but for Lesson 3 the story of the Prodigal Son, Luke 15:11-25, would more readily express *to the children* what Jesus tells us about God.

If we use Luke 12:22-32 as Biblical basis to teach that the world tells us about God, we will include more about God's creation than is suggested in Lesson 2. By using the story of Jesus in the Temple, Luke 2:42-49, as Lesson 4, we will be able to help the children recognize the parallel: Jesus went to the Temple, we go to our church to learn about God.

In the event that we use the leaflet for Lesson 1 with our classes, let us place the emphasis on the last thought of the story; namely, "Jesus . . . is always with us no matter where we are."

Unit B

Unit B is an excellent one on Bible homes. Through its stories we will give our Beginners a background knowledge of Bible homes and encourage them to help make their homes happy by sharing in their care and by being obedient, hospitable and kind.

The Teacher's Guide has a well written Bible story for each lesson. The story for Lesson 8 needs some explanation, however. It is a story of what *probably* happened

in Jesus' home, because we have only a few verses of scripture telling of His boyhood.

Aims Restated

We will restate the aims for Lesson 5 and 8 to make them more applicable to the lives of our fours and fives. In Lesson 5 we will aim to help the children realize that they are to share in the care of their homes just as Adam and Eve were to care for their garden home, and in Lesson 8 we will encourage them to wish to be obedient and helpful to their parents as Jesus was to His. The memory work will more nearly coincide with the aims of these particular lessons if we use Hebrews 13:2 for Lesson 6 and Ephesians 4:32 for Lesson 7.

In referring to the leaflet story for Lesson 8, we must be certain everyone understands that it is a story of a dream and not an actual happening.

Unit C

The aim of Unit C is aptly stated on page 43 of the Teacher's Guide. This unit also has the Bible stories in child language in the Guide. However, "A Little Boy's Lunch Grows Big" from *Marian's Big Book of Bible Stories* will help us follow the Bible story of the "Feeding of the Five Thousand" more closely than that found on pages 49 and 50 of the Teacher's Guide.

Care must be taken not to overemphasize the leaflet story for Lesson 10, since it does not make use of the application aim of the lesson.

Send For Lesson Plans

Another account of the Palm Sunday story is found in Matthew 21:1-12. The stories in both the Teacher's Guide and Leaflet are well written. By carefully weaving them into one we will give our children the complete Palm Sunday story.

Detailed lesson plans including the restated aims and changes made in the Biblical basis, as well as suggested teaching procedures and related activities have been worked out for the thirteen lessons of this quarter. These plans are available in mimeographed form from the Board of Parish Education, Augustana Lutheran Church, 2445 Park Avenue, Minneapolis 4, Minnesota. They will be sent at no charge.

Helps for Primary Teachers

Christian Growth Series, Primary III, Second Quarter

By ERLEEN LINDEMAN

"Truly I say to you, whoever does not receive the kingdom of God like a child shall not enter it."

WITH these words Jesus speaks to us. Christ, recognizing the receptiveness of a child's mind and the child's ability to grow, wants all of us at all times in our Christian living to be eager and willing to learn. Yet, how often we become so involved in the techniques of teaching and so concerned with the imparting of our knowledge to our pupils, that we forget our own continual need to increase in our own Christian faith.

Faith and Fellowship

In our planning and study of this quarter, let us prayerfully ask God to kindle in us a deeper faith and a closer fellowship with Him. Not only will we be blessed in our own Christian lives, but each child we teach will sense our closer relationship to our Saviour and will open his mind and heart to learn more about his God.

How can we best plan so that we can guide ourselves and our pupils into growth through Christian education? One of our first concerns should be that we understand these six, seven and eight year olds. We should see them as individual persons, eager and ready to learn, but with different levels of physical, mental, social, and spiritual development. We can proceed with more effectiveness as teachers if we realize these rates of maturity in each child.

A look at Primary III, Second Quarter, shows that it is divided into three units—Unit A—*Jesus Grew Up,* Unit B—*Living like Jesus in our Neighborhood,* and Unit C— *God and His Son Jesus.*

Noting the contents of each of the units, we see the need to get some historical background of the life of Jesus. Of course the Bible will form the nucleus for this study, but as the scriptures tell so little of the early life of Jesus, we need to augment it with other sources.

An excellent book for the teacher to read is *The Life of Jesus* by

Donald Irwin. (Muhlenberg Press —Philadelphia) The author makes the person of Jesus—from childhood through manhood—very real. The political and spiritual problems of the day are skillfully woven into the story.

Filmstrips

Mary Alice Jones has written a very readable book on the life of Jesus. (*His Name was Jesus,* Rand McNally, Chicago). Either of these books could be borrowed from a local library or purchased from your publishing house.

Such filmstrips as the *Life of Christ* series (Evangelical and Reformed Church) and *Teaching the Bible to children from six to nine* would give further background material for the teacher.

Children's Background

With these helps, the teacher will next want to take a look at the children's previous Church School studies. The second and third graders have had lessons about the country of Palestine, have studied about Palestinian homes and have learned a little bit about the way of living of the Palestinian people. All of the primary children have met Jesus as their friend and friend to all people. They are now ready to see how Jesus lived and grew in this land of Palestine.

A Quick View

To take a quick view of the entire second quarter, let us look at each unit. Unit A gives the child an understanding that Jesus the child, the growing boy, the man and the Saviour are the same person. Through the life of Jesus the child receives an appreciation of the Jewish life of that time. He sees through the life of Jesus the need to ask God for help to live, grow and work according to God's will.

Unit B helps the child to see the Bible as a guide in life. He learns how the Bible teaches love for our neighbors. Stories of Christian workers show how God uses these people to help tell others about Him. From these stories the child develops a desire to do something himself for his own neighbor, and thus grow in true fellowship with God and in his Christian living.

Unit C

Unit C leads the child into an awareness of the fullness of Christ. He learns that God loves and cares for Him. Through this quarter His faith should be strengthened so that he is filled with thanks to God.

What a privilege to guide these children in these lessons where they really see Jesus! How deep is our responsibility to be prepared teachers! As we plan each part of each lesson—pre-session, worship, Bible lesson, memory work, application activity and assignment, let us be sure that we further the aims of the day. This implies too, that we must provide experiences for the children in living and learning. Such aim-centered planning will enable us to use each "teachable" moment.

Additional Activities

Your teacher's guidebook is full of suggestions for ways to further the aims of each part of a lesson. However, in the following paragraphs are some additional related activities for each unit that might supplement those already listed.

In Unit A, lesson 1, a mezuzah could be made and hung on the classroom door-post. An empty toothbrush holder would serve very well as a mezuzah! This use of a mezuzah would give the teacher an excellent approach for teaching the customs of the Jewish people and also give a good rule for Christian living for children to follow today. Small printed copies of the mezuzah message could be printed by the children or done before class by the teacher. The children could roll these up, take them home and hang them outside their own bedroom door. This message would be a reminder to them each time they would go in and out of their rooms.

The second lesson of this unit gives the teacher an excellent opportunity to help the children to grow in their ability to worship. Psalm 136:1-9 could be studied as a choral chant that could become a part of a dramatization of people on their way to Jerusalem.

Bible Reading

As we continue into this unit, lesson three shows Jesus reading from the scriptures in His own church at Nazareth. As this story so definitely brings out the love of Jesus for the Bible, the children of your class will be anxious to do some Bible reading. Not only will this be a good lesson in which to do actual Bible study with the children, but also one in which they could be encouraged to do Bible reading at home. A letter, written in child-like language, could be printed and sent home with each child. The contents of the letter should suggest that the parents help their child find certain passages from the Bible, such as the leaflet story in Luke 4:16-

22 and also Psalm 100. This note will give the parents and child a chance to share a part of the child's Church School learning together. It might help the parents become more aware of the need for Bible reading and worship in the home.

Socio-Drama

The closing story of Unit A shows Jesus' great love and concern for all people. After this story is told, it might be well to let the children dramatize how Christian children, because they know of Jesus and His love, act toward other people. The socio-drama idea could be used. In this, you give the children an idea for a situation and then let them act it out. For example, tell them that three children were playing together, one says that he has never been to Church School. Let three children take the parts and express themselves. Afterwards, let the class discuss the remarks made by the participants to see if they think the children responded in their parts like Christians should.

In unit B the child receives help in seeing what his relationship should be to the people in his own neighborhood. As an approach to this unit, let your pupils suggest good rules for living in their own neighborhood. These rules could be placed on a large sheet of paper and referred to throughout the unit. Other projects for the children during this unit might be the sharing of leaflets with children in the local hospital; the making of a picture book for a sick child; or dramatizing, with stick puppets their relationship with their neighbors. To further the missionary emphasis, suggests that the children make door-knob invitations. These would be in the nature of a notice welcoming a child to join them at their Church School at an appointed time. The children would then hang these invitations on the designated doors of homes of children who do not attend a Church School.

Use R S V

In unit C (the study of the Apostle's Creed) the children might receive a better understanding of the creed if they could illustrate it. A large sheet of wrapping paper could be used as a wall mural. Divide this mural into three parts. One section would be entitled *I believe in God the Father almighty maker of Heaven and earth,* the second section would be *I believe in Jesus Christ His only son our Lord,* and the third section *I believe in the Holy*

Spirit. As the unit develops and the creed is explained, let the children add their drawings or illustrations cut from magazines to the mural.

Finally, as you teach the memory work of this quarter, use the Revised Standard Version as your basis. The language is more understandable to primary children, and, therefore, more learnable.

Remember that the *Christian Growth Picture Series for Primary III,* a set of eighteen large colored pictures, is ready and available at your publisher. Each set includes a guide for the use of the pictures with the leaflets.

God guide you into a richer, fuller Christian life as you lead the children of your class in this second quarter!

Helps for Teachers of Juniors

Christian Growth Series, Junior III, Second Quarter

By HILVIE M. OLSON

"But you shall receive power when the Holy Spirit has come upon you; and you shall be my witnesses in Jerusalem and in all Judea and Samaria and to the end of the earth." Acts 1:8.

THE fulfillment of this promise to Jesus' apostles is the topic for our study in the quarter entitled "How Jesus' Work Goes On." Jesus' work was carried on through the activities of the spirit-filled followers who began their work in their home city of Jerusalem, shared the Gospel with outsiders throughout Judea and Samaria, and carried the Good News to the farthest parts of the earth. His work continues today as the Holy Spirit gives power and direction to Christians throughout the world to witness for Him in their local congregations and communities, in the neighboring country and nation, and in foreign lands. To help the juniors discover this and find more ways to share in carrying on Jesus' work is our purpose for this quarter's teaching.

"But you shall receive power . . ."

The book of Acts begins with this promise of power to Jesus' followers. Our study of Acts for

juniors begins with the story of Jesus' ascension and the coming of the Holy Spirit on Pentecost. This event was the real birthday of the Christian church. Churches which have recently celebrated a birthday anniversary or are soon to celebrate one will have a splendid opportunity to compare their own church's origin with that on Pentecost.

"and you shall be my witnesses in Jerusalem . . ."

The first unit, "Carrying On in Jerusalem," continues with the thrilling stories of Peter's great sermon on the day of Pentecost and of other works in Jerusalem of the spirit-empowered apostles and other early Christians. As opposition to their preaching grew and became stronger, it became increasingly difficult for them to continue their work. Stephen's death as a martyr was one incident used to direct the Christians to carry their witness beyond Jerusalem.

The Local Church

Throughout Unit A the work of the local church could be studied as a comparison to the carrying on of Jesus' work in Jerusalem. Committees of juniors could find out and report on the work of various organizations of their church and of any special projects or problems of the congregation. Perhaps the children could write letters to the presidents of the auxiliaries asking what their organizations are doing to help Jesus' work go on. Maybe a member of the church board could be invited to visit the junior department to tell about the work of the church and help the juniors find a way to share in it.

Materials Suggested

Clippings and pictures of the local church history and activities are splendid aids for teaching this unit. For Augustana teachers the twelve-page stewardship booklet, "This Is Our Church," is available from Augustana Book Concern, 639 38th Street, Rock Island, Illinois. It pictures and describes the work of our churches.

The picture of the risen Christ, number 13 of the new Christian Growth Series, Primary III, picture set, would be a fitting worship center picture for the unit as the children are led to discover how the Holy Spirit established the Christian church by giving Jesus' followers power and guidance to carry on His work in Jerusalem, and as the children are helped to realize that the Holy Spirit gives us power to carry on His work here and now. The

filmstrip, "Story of Pentecost," available for rental from Audio-Visual Service or for purchase from your publication house, could very profitably be shown to the class sometime during the first unit, preferably at the close of session 2.

"and in all Judea and Samaria . . ."

Unit B continues the story of the witnessing of the Christians beyond their city limits and throughout the surrounding countries. Christians were scattered and non-Jews received the Gospel eagerly. Three lessons, based on the next four chapters of Acts, tell how Philip helped the Ethiopian to know Jesus, how Saul became a Christian, and how the Holy Spirit led Peter and the others to an assurance that God wants all people in His kingdom.

As the juniors are guided to see how the Holy Spirit guided the early Christians to bring the Gospel to people other than the Jews, they should also grow in the realization that Christ wants all people in His kingdom and makes it possible for us to help outsiders to know Him. Studying the various aspects of the work of American Missions will help accomplish this aim. Teachers can help the juniors to see how they can be a part of this program through their offerings and through various missionary projects. Juniors should also grow in the realization that Jesus can enable them to bring outsiders into their own church and Sunday school.

Missionary Material

Your missionary society may be able to give you material for teaching how "Outsiders Become Christians." The Women's Missionary Society of the Augustana Lutheran Church, Department of Missionary Education, 3939 Pine Grove Avenue, Chicago 13, Illinios, has a set of programs on missionary work in America in the booklet, "Share Christ Today," available upon request and payment of postage.

A picture of Jesus and the children of the world, such as number 9 or 15 of the Christian Growth Series, Primary III, picture set, would be a suitable worship center picture for Unit B.

"and to the end of the earth . . ."

Unit C outlines the study of the last part of the Book of Acts. Here we learn how the Church spread, even while the church leaders were disagreeing as to whether or not Gentiles could be-

come real Christians without first becoming legal Jews. Paul, led by the Holy Spirit, carried the Good News into Europe and throughout most of the Roman Empire. When Paul brought the Gospel to Rome he was truly Jesus' witness "to the end of the earth."

Holy Spirit Still Works

As we aim to lead the juniors to discover how the Holy Spirit led and enabled Paul to carry on Jesus' work in foreign lands, we must also help the juniors realize that the Holy Spirit enables us to carry on His work throughout the world today. We must help them see that this can be done through our foreign missionary program. Reference to the contributions or projects made by their own children's missionary society should help them appreciate this channel.

Available missionary materials should be utilized. The book by Ruth Bonander Benson, *The Boy Who Wanted Something Hard to Do,* available for fifty cents from the Women's Missionary Society referred to above, has some interesting missionary biographies for the junior's own reading. The free leaflet, "Share Christ Today," shows a map of the world and pictures ways our missionaries are carrying forth Jesus' work. Consult your local missionary society leader for other available material.

A suggested worship center picture for this unit from the new Primary picture series is number 14, showing Jesus' commission to go to all nations.

One of the Cathedral Films of the "Life of St. Paul Series," available for rental from your Audio-Visual Service, might be shown at a special program to which the juniors invite their families. (Several of these films could be shown during this quarter.) This program might be highlighted by the culminating activity suggested in lesson 13.

General Suggestions

This quarter's Study Book and Teacher's Guide give wonderful help for making the study of Acts a thrilling and adventurous study, as well as emphasizing the power of the Holy Spirit. Pray that the Holy Spirit may guide you in preparing to teach this material to *your* children in *your* local situation so that they may grow in appreciation of "How Jesus' Work Goes On."

A Loyal Worker's Diary is suggested as the continued activity for the quarter. Adaptations of this project will depend upon your

local situation. Perhaps you will want it in the form of a secretary's record so that more of the class time could be spent studying how Jesus' work goes on today. Or perhaps you will want it a class book in which various committees work to make various sections of it as they report some findings.

A simple map project would greatly help the children see how the Gospel was spread "to the ends of the earth." The outline map on page 16 of the Study Book might be enlarged and completed by the juniors as places and incidents studied about are located on the class map or class atlas.

The "Daily Helps" for home Bible reading are especially fitting. These selections offer the guidance needed by the juniors in developing their own devotional life. The parents should be asked to help the children carry out this project and understand what they read. Teachers can motivate the reading of the references during their class sessions.

May the Holy Spirit enable us as teachers to do our part in helping Jesus' work go on.

"Let Me See" is a booklet published by The Division of Christian Education. As you would suspect, it is a book about visual helps for teaching. Here are a few samplings from the table of contents:

I. Projected Visual Materials and How to use them.
Have a reason . . . Relate to the unit of study . . . consider age group.

II. Non-projected Visual Materials and How to use them.
Types . . . Flat pictures . . . Maps . . . Posters . . . Dramatizations.

III. Visual Materials Children Can Make.
How To Proceed . . . .

IV. Bibliography And Sources.

You can purchase "Let Me See" for 30c per copy. Order from your publication house.

Helps for Intermediate Teachers

Christian Growth Series, Inter. III, Second Quarter

By ERNESTINE SANDEN

I. What does this quarter present?

The Second Quarter of Intermediate III presents "God's Way For Man" through the study of the Gospel account of the life of Jesus Christ. Jesus is portrayed to the intermediate not merely as a historical character but as his living Lord.

II. What should we aim to accomplish through this study?

We should aim to help each intermediate grow in his understanding, acceptance, and appreciation of God's Way for his salvation in Jesus Christ.

III. What part does each unit have in accomplishing the quarter's aim?

Unit A, FOUNDATIONS, Lessons 1-4, presents John's announcement of Jesus, Jesus' preparation for His ministry through baptism and temptation, and the beginning of His work of establishing the Kingdom of God. The unit aims to help the intermediate grow in the Christian life which he received in baptism: "forgiveness of sins, deliverance from death and the devil, and everlasting life and salvation." Each lesson makes possible much application to the life of the Christian youth of 1952. (Note the aims and excellent teaching suggestions given in the Teacher's Guide for each of these four lessons.)

Unit B, OPPOSITION, Lessons 5-9, continues the study of the life of Jesus. It stresses the reasons for the opposition to His message. It gives opportunity to discuss with the intermediate his personal opposition to Christ and the many oppositions to God's Way found in our homes, church, school, community, state, nation, and world.

The lessons may inspire the discussion of questions such as:

1. Are we any different than those who oppose Jesus?

2. What was Jesus' response to opposition? How should we meet opposition to God's Way?

3. What effect did opposition have on the work of establishing

the Kingdom of God? Can oppositions which exist in our lives, homes, church, school, community, state, nation, and the world be used to further the cause of Christ? How?

4. What was Jesus' witness concerning himself? How can we tell others what Christ means to us?

5. What were the evils which led men to demand the death of Jesus? Do the same evils exist today? What is God's remedy for these evils? (Note the aims and excellent teaching suggestions given in the Teacher's Guide for these five lessons.)

Unit C, REDEMPTION, Lessons 10-13, deals with the death, resurrection, and ascension of our Lord. It aims to help the intermediate to consider his life as a preparation for and part of an eternal life, which began at his baptism and will continue forever in fellowship with Christ. It should prepare him to face injustice, with courage and without bitterness, in the strength which Christ supplies. The intermediate should be helped to see in the characters of the crucifixion picture the sinful world in which he lives and to see the wonder of God's love revealed in Jesus on the cross. Finally, it should help the intermediate to know that "God's Way—Jesus Christ" was, is, and will be victorious over all evil. This unit should inspire both pupil and teacher with a burning desire to share "God's Way" with others. (Note the aims and excellent teaching suggestions given in the Teacher's Guide for each lesson.)

IV. To what teaching methods does the intermediate most readily respond?

A. The intermediate enjoys doing his own research work. Each lesson in this quarter is based on the knowledge the pupil already has concerning the events in the life of Jesus. This makes review necessary. This review can be made very interesting, if the class uses a concordance to guide their research in the Bible. Their findings can then be summarized in a review discussion and referred to as the lesson progresses. The knowledge of the teacher should always be used to fill in what the class fails to produce. (Note the books suggested in Question 5).

B. The intermediate enjoys discussing the problems which confront him in Christian living. Most intermediate teachers are aware of this but are afraid to give this freedom. Prayerful study and

meditation will make it possible to give ear to such questions.

Even then, questions may be asked which the teacher is at a loss to answer. At such times the wise teacher lets the class venture their solutions and then assigns the question for further study and thought. The teacher must always be willing to admit his inability to answer such questions and join the class in their search for the solution. Young people respect the teacher who studies with them.

Every lesson in the quarter has possible application questions. Some of them are suggested in the discussion of each unit in Question III of this article.

Memorization

C. The intermediate enjoys selecting his own Bible passages for memorization. The GUIDEPOST to be selected in each lesson is such an activity. When the various Bible passages which contribute to the accomplishing of the aim for the lesson are studied through research and discussion, the intermediate finds it satisfying to select the passage which best summarizes for him the lesson thought. Such a method appeals to the intermediate's desire for personal independence and therefore often removes the difficulty of getting memory work done.

D. The intermediate enjoys planning and carrying out the class or department devotional period. It is best for the class or department to summarize the day's lesson in a brief devotional period at the close of the session. Scripture readings (memory work), hymns, and prayers can be selected, prepared, and presented by the intermediates themselves. The teacher should join with the class in this devotion but not act as its leader.

Daily Bible Study

E. The intermediate enjoys a planned Bible study of his own. His desire for personal independence can be satisfied by helping him to form good habits of daily Bible study. The assignment which is to follow each lesson could be woven into a planned devotional Bible study. The following is such a plan for the week following Lesson 1:

A Plan For Daily Bible Reading

The Bible reading for each day will help you answer a question which is very important to you. Think about the question for each day. Ask God's help to answer this question satisfactorily. Read

the Scripture passages thoughtfully.

Monday: What is the purpose of life? It should be the same as it was for John, the Baptist. *Read:* Isaiah 40:2-4, Malachi 4:5-6, Mark 1:1-8 and Luke 3:2-6.

Tuesday: What is God's Way for you? *Read:* John 14:6, Mark 1:1, Acts 9:2, 1 Cor. 9:24, and Heb. 12:1-2.

Wednesday: What place should your personal desires have in your life? Who should have first place? *Read:* Mark 1:1-8.

Thursday: What do you consider to be the greatest moment of your life? *Read:* Matthew 3.

Friday: How can other people know that you are going God's Way? *Read:* Luke 3:7-14.

Saturday: Who makes it possible for you to go God's Way? *Read:* John 14:1-14.

Activities

F. The intermediate enjoys weekday activities which apply God's way to his life. All the units in this quarter motivate him to ask, "How can I serve?" "How can I share my Saviour with others?" "What can I do for my church?" Let the intermediate discover needs which he can meet in his own church. Together with the class he may plan such projects as:

Taking care of the church bulletin board.

Helping to fold and mail letters.

Repairing hymnbooks.

Helping old people (mow lawns, shovel snow, walk to and from church).

Making friends with new people in the church and community.

Taking care of children while parents attend weekday church activities.

Missions

Through the missionary program of the local congregation, the intermediate can study and work on American and foreign mission projects. He would enjoy preparing and presenting some of the monthly missionary programs for the Junior and Intermediate departments of the church school. American Missions are being emphasized in the church schools this year. "Sharing Christ Today," twelve missionary programs on American Missions in the Augustana Lutheran Church is available for $1.00 from The Augustana Women's Missionary Society Headquarters, 3939 Pine Grove Ave., Chicago 13, Ill. Similar material is no doubt available for the American Lutheran Church from

the Women's Missionary Federation, 57 E. Main St., Columbus, Ohio.

Audio-Visuals

G. The intermediate enjoys films and filmstrips which correlate with the Bible lessons he studies. These can well be used in Sunday evening and weekday programs for Junior High School young people. Many excellent filmstrips and films on the outstanding events in the life of Jesus are available for rental from the audio-visual services of our churches: Augustana Audio-Service, 2445 Park Ave., Minneapolis 4, Minnesota and The Board of Parish Education of the American Lutheran Church, 57 E. Main St., Columbus 13, Ohio. Write for a catalog.

V. What resource materials will help in the teaching of this quarter?

Books: Bibles, Bible dictionaries, concordances, atlases and commentaries.

New Testament Bible history and story books.

"The Life of Jesus" by Donald F. Irvin.

"His Name Was Jesus" by Mary Alice Jones

"The Bible Story for Boys and Girls—New Testament" By Walter R. Bowie.

"A Bible History" by J. Vincent Nordgren.

"The Catechism in Life Today"—Weekday Church School Series, Grade 8 by Conrad Hoyer.
Pictures: Scenes from the Life of Christ.

Picture Sets for use with the Christian Growth Series, Beginners II and Primary III.

Standard Bible Art Pictures—The Life of Christ.

New Testament Bible Picture Charts (large).

Leaflet covers from Beginner and Primary Christian Growth Series.

(All the above mentioned materials are available from the Augustana Book Concern or the Wartburg Press.)

Planning that Parish Unit

from page 11

B. Cupboard room with shallow drawers for fair linens, purifactors and palls.

C. Candles, vases, communion vessels.

D. Sink with running water and work top space.

10. Rest rooms.

A. Women's—1st floor.

B. Men's—basement.

11. Coat and hat racks available near lounge, chapel, youth room.

Solving a Unique Problem

from page 14

A new parish house has been a tremendous boon to the work at Emanuel. Besides relieving many immediate problems due to cramped quarters, new vistas have been opened with limitless possibilities. Perhaps the only regret might be that another story was not built on the structure. That can be added in the future, however. Under the leadership of Pastor William Siegel, it has grown steadily during the past six years. Even with this progress, only the surface has been scratched. The congregation prayerfully begins this new era in its long history, asking the Lord to give it strength to take full advantage of its glorious opportunity for work in His Kingdom.

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1. Our strongest position is and always will be the Bible as the Word of God. Read it again and again, learn it by heart, discuss it, think it over. Whoever does this will surely stand every attack.

2. Never hate people who are against you and may imprison you. Never fight against them with the same weapons they are using against you. If they do wrong leave that to God. As soon as we give up the spiritual way of love and stewardship, as soon as we try to fight them with political means on the political level we are lost.

3. Never forget the people outside the church and the responsibility we have for them according to Christ's command that we teach all people. Do that as long as you can and be sure that if the world closes one door, God opens another.

Excerpt from *"Church Life in East Germany,"* an essay.